

# Engagement Insights: Applying NSSE to Student Affairs Assessment



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# Session Overview

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- **Student Engagement & NSSE**
- **Student Affairs Related Examples**
- **Using NSSE Results – National & Institutional**
- **NSSE Resources**
- **Suggestions for Furthering NSSE in Student Affairs**

# Learning Outcomes

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- 1. Identify at least one NSSE finding and its application to student affairs**
- 2. Consider the kinds of questions that can be explored using NSSE data**
- 3. Become familiar with connections between student engagement items and particular student affairs functional areas**
- 4. Identify, and contribute an idea about, approaches to using NSSE in student affairs**



# **Student Engagement & NSSE**

# Student Engagement Components

- Time and effort students devote to activities shown in research to promote desired educational outcomes (Kuh, 2001, 2009)
- Includes two key components:
  - Time and effort devoted to effective educational practices
  - Institutional resources and support to provide effective educational practices
- The second dimension represents an area where student affairs professionals can be particularly influential.

Important to consider institutional conditions and action, rather than placing all of the responsibility for student success on students.

(Quaye & Harper, 2015).

# Student Affairs and Student Engagement

- **Become familiar with student engagement & how this can inform practice**
- **Decide what to measure & collect data**
- **Interpret data & target efforts based on findings**
- **Share findings and progress**

At high-performing colleges and universities, student affairs staff collaborate with others to periodically collect and review data about the effectiveness of policies and practices...

(Kuh, Kinzie, Schuh, Whitt & Associates, 2010).

# Reminders about NSSE Purpose: Student Engagement & Success for All

- NSSE is a project for institutional improvement.
- Survey results provide indicators of educational quality – *what matters to student success.*
- Results can inform educational improvement efforts and also assess impact.





# **Student Affairs Related Examples**



# Institutional Examples

## California State University San Bernardino– Study student populations

- Disaggregated data to understand needs or various student groups in order to increase graduation rates
- Using NSSE data, the Veterans Success Center developed a learning community to increase support for military-affiliated students' transition to the institution
- Also partnered with the Communication Studies Department to expand faculty training for instructing and interacting with military-affiliated students






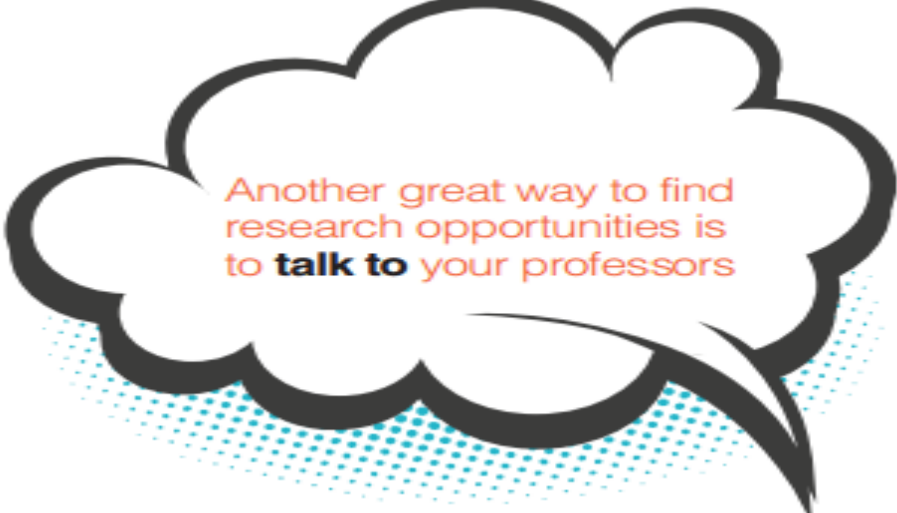
# Institutional Examples

## University of Toronto - Promote engagement

- Found gap between number of students who “plan to do” HIPs and number of students who actually do them.
- Worked with Student Life to increase promotion of HIP opportunities
- Created materials unique to each class year to ensure all students are informed of opportunities to participate in HIPs



Remember you need to apply for certain opportunities – like mentorship, summer jobs, study abroad programs and donships – as early as January.  
**Set a reminder now!**



Another great way to find research opportunities is to **talk to** your professors

# Institutional Examples

## **Siena College- Results guide action**

- Findings from NSSE indicated students were not engaging with diversity as much as students at peer institutions
- These findings, in combination with other survey results, provided evidence to reorganize diversity committees on campus
- Combined separate faculty, staff, and student committees into one President's Diversity Council in effort to better integrate diversity throughout campus



# Institutional Examples

## Bucknell University – Gauge program effectiveness



- Used NSSE to assess effectiveness and impact of participating in a Residential College
- Students who participated in Residential Colleges were more engaged on Reflective and Integrative Learning & Discussions with Diverse Others Els, and participate in more HIPs
- Evidence of value of RC and to increase participation

# Does your institution have NSSE data?

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- ☐ Yes, we are *currently* using it to assess student affairs
- ☐ Yes, we are *planning* to use it to assess student affairs
- ☐ No, we have not yet participated but *planning* to do so in the future



# Two Ways Think about NSSE

## Institutional Reporting



## Annual Results, Research & Summary Tables





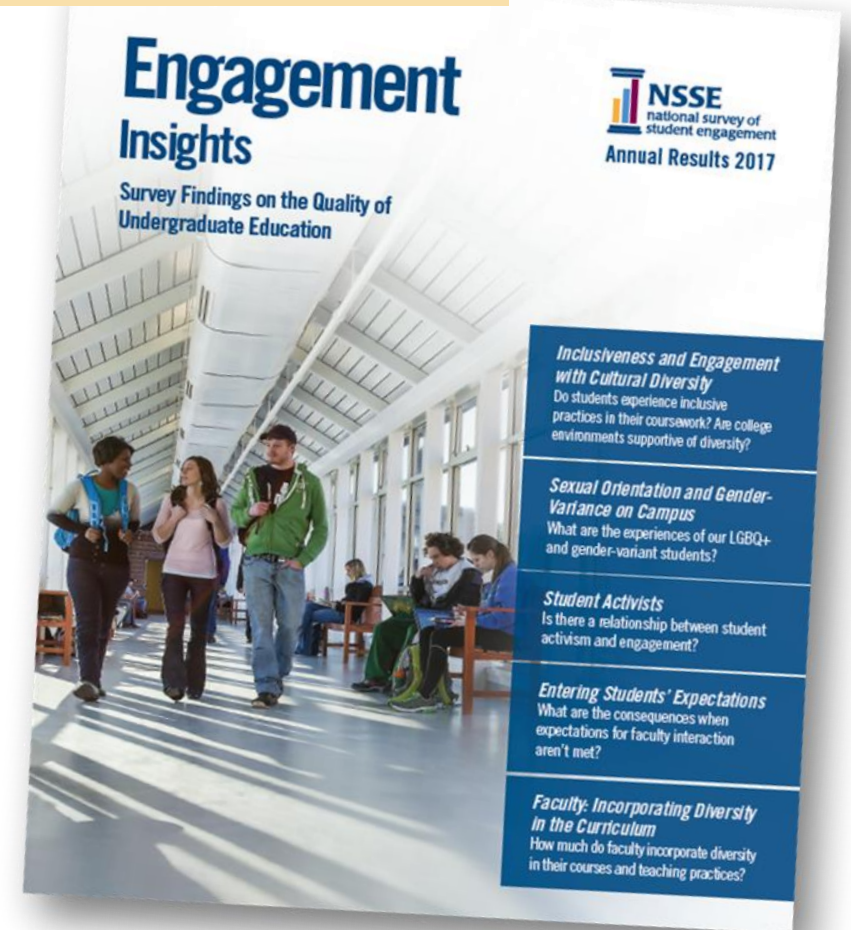
# Using National NSSE Results

# NSSE Annual Results

Released November 2017!

- **NSSE annual report highlights:**
  - Research using NSSE data
  - Examples of institutional data use

[http://nsse.indiana.edu/html/annual\\_results.cfm](http://nsse.indiana.edu/html/annual_results.cfm)

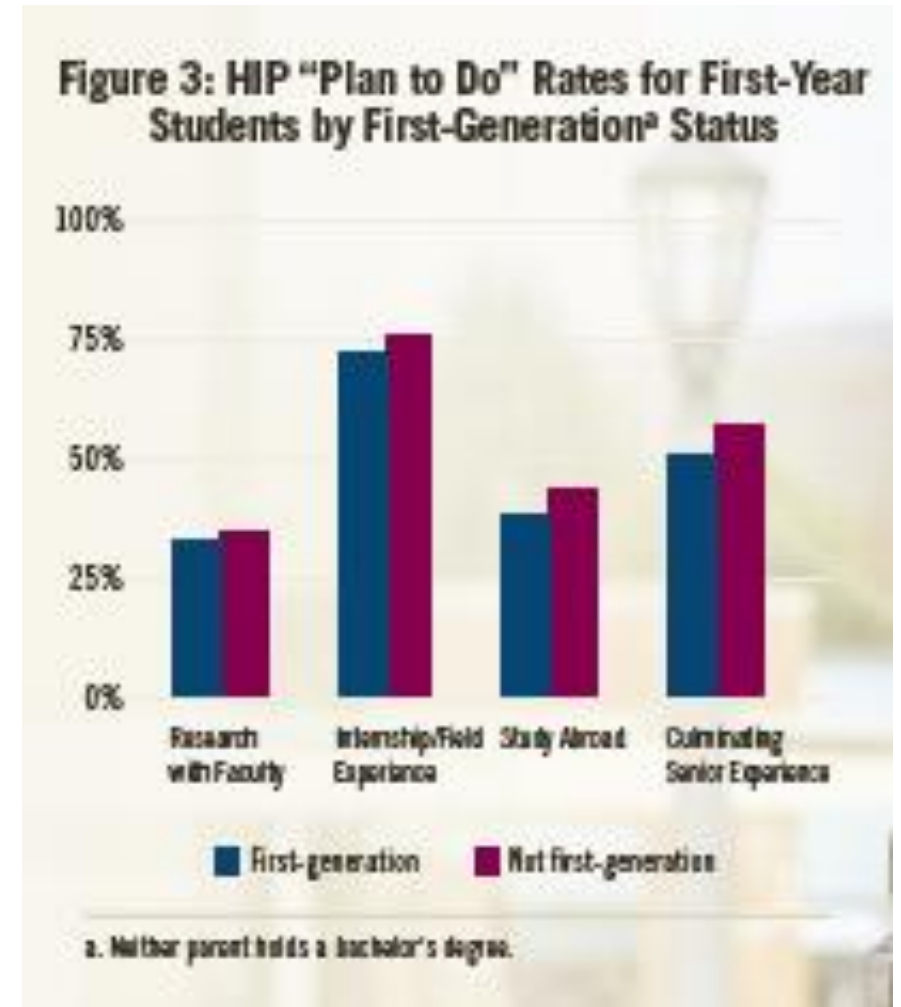


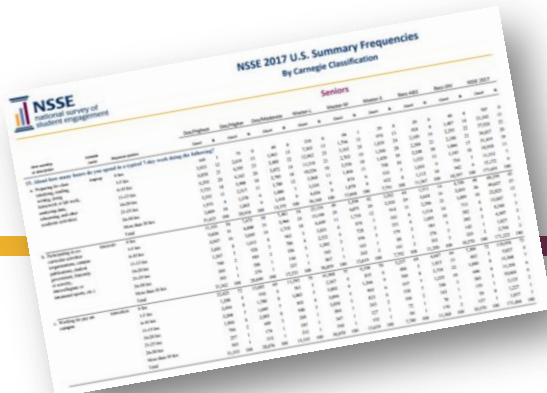


# Annual Results 2017: Selected Result

## First-Generation Students Lag in HIP participation

- Less likely to participate in 5 of 6 HIPs, with generally larger differences for seniors
- FY first-gens were less likely to “plan” to participate in internships, study abroad, research with faculty, and culminating senior experience.





# Summary Tables

Available at:

[http://nsse.indiana.edu/html/summary\\_tables.cfm](http://nsse.indiana.edu/html/summary_tables.cfm)

Summary tables for all items and modules by:

- Carnegie Classification
- Gender
- Related-major categories

About how many hours do you spend in a typical 7-day week doing the following?

**Seniors Participating in co-curricular activities**

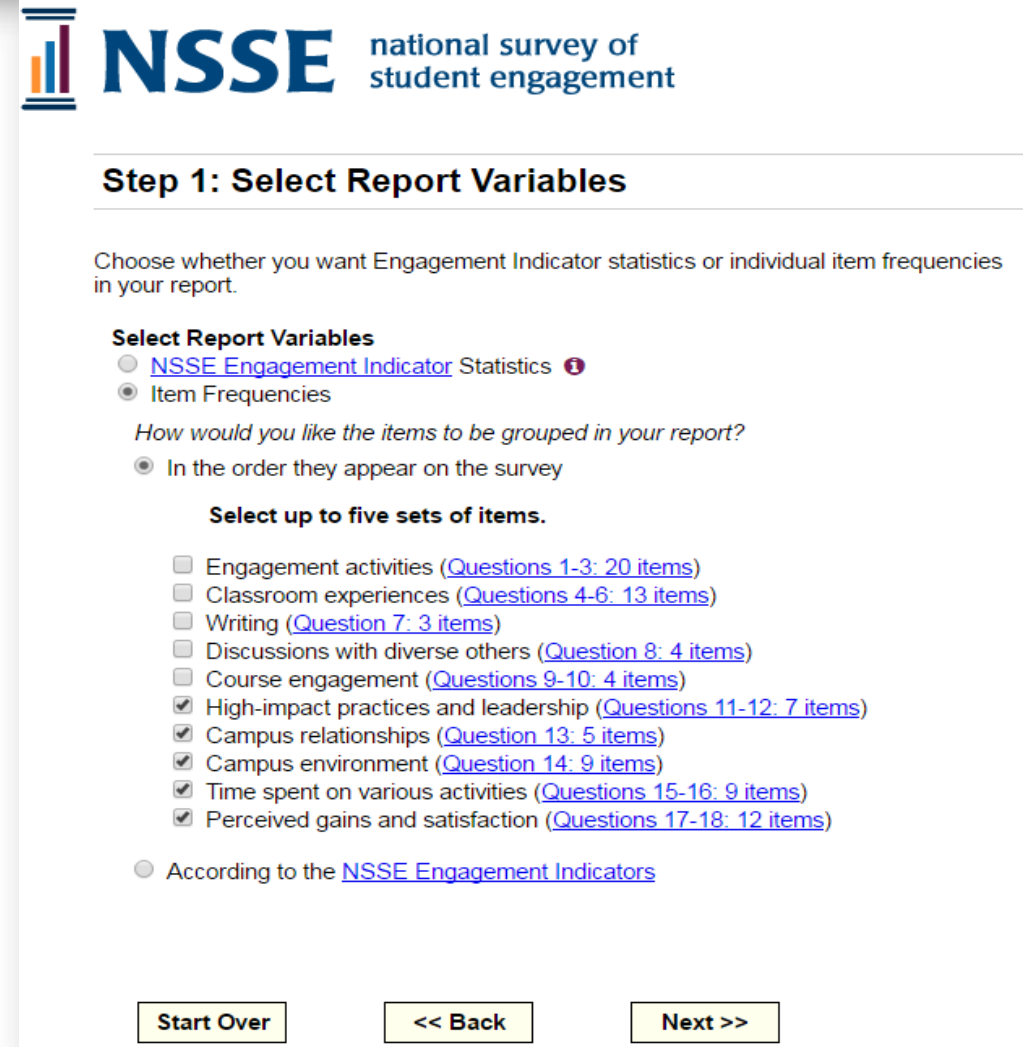
	Doc-Higher	Masters-M	Bac-A&S	NSSE 2017
0 hours	38%	42%	14%	43%
1-5	31%	29%	31%	27%
6-10	14%	12%	21%	13%
11 or more	17%	17%	35%	17%

# NSSE Report Builder

## NSSE REPORT BUILDER

Display NSSE results by user-selected student and institutional characteristics. Two versions are available: *Public Version* and *Institution Version*.

- Available at:  
[http://nsse.indiana.edu/html/report\\_builder.cfm](http://nsse.indiana.edu/html/report_builder.cfm)
- Displays results by user-selected student & institutional characteristics
- Instantly generates reports of your choosing
- Variables include Engagement Indicators and individual items
- To access Institution Version contact your NSSE CPM



**NSSE** national survey of student engagement

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### Step 1: Select Report Variables

Choose whether you want Engagement Indicator statistics or individual item frequencies in your report.

**Select Report Variables**

☐ [NSSE Engagement Indicator](#) Statistics ⓘ

☒ Item Frequencies

How would you like the items to be grouped in your report?

☒ In the order they appear on the survey

**Select up to five sets of items.**

- ☐ Engagement activities ([Questions 1-3: 20 items](#))
- ☐ Classroom experiences ([Questions 4-6: 13 items](#))
- ☐ Writing ([Question 7: 3 items](#))
- ☐ Discussions with diverse others ([Question 8: 4 items](#))
- ☐ Course engagement ([Questions 9-10: 4 items](#))
- ☒ High-impact practices and leadership ([Questions 11-12: 7 items](#))
- ☒ Campus relationships ([Question 13: 5 items](#))
- ☒ Campus environment ([Question 14: 9 items](#))
- ☒ Time spent on various activities ([Questions 15-16: 9 items](#))
- ☒ Perceived gains and satisfaction ([Questions 17-18: 12 items](#))

☐ According to the [NSSE Engagement Indicators](#)

[Start Over](#) [<< Back](#) [Next >>](#)



# **Using Institutional NSSE Results**

# Example Student Engagement Questions

## Behavioral items:

- How often do you have worked with other students on a course project or assignment?
- How often have you had discussions with people who are different from you...?

## Perceptual items:

- To what extent does your institution emphasize providing support to be involved socially? Support for your well-being?
- How much institution has contributed...acquiring job- or work-related knowledge... being an informed and active citizen?

*This is a facsimile of the U.S. English version of the online NSSE instrument as it appears to the student.  
A paper-formatted facsimile of the survey which includes item numbering is available on the  
NSSE Web site: [nsse.iub.edu/html/survey\\_instruments.cfm](http://nsse.iub.edu/html/survey_instruments.cfm)*



0% Complete

During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
Asked questions or contributed to course discussions in other ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended an art exhibit, play, or other arts performance (dance, music, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked another student to help you understand course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained course material to one or more students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared for exams by discussing or working through course material with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on course projects or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given a course presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
Combined ideas from different courses when completing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected your learning to societal problems or issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examined the strengths and weaknesses of your own views on a topic or issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned something that changed the way you understand an issue or concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected ideas from your courses to your prior experiences and knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Engagement Indicators

<i>Themes</i>	<i>Engagement Indicators</i>
<b>Academic Challenge</b>	<b>Higher-Order Learning Reflective &amp; Integrative Learning Learning Strategies Quantitative Reasoning</b>
<b>Learning with Peers</b>	<b>Collaborative Learning Discussions with Diverse Others</b>
<b>Experiences with Faculty</b>	<b>Student-Faculty Interaction Effective Teaching Practices</b>
<b>Campus Environment</b>	<b>Quality of Interactions Supportive Environment</b>

# High-Impact Practices



- Internships/ Field Experiences
- Learning Communities
- Study Abroad
- Research with Faculty
- Senior Culminating Experiences
- Service-Learning



### Academic Challenge

#### Higher-Order Learning

*During the current school year, how much has your coursework emphasized the following:*

- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

#### Reflective & Integrative Learning

*During the current school year, how often have you*

- Combined ideas from different courses when completing assignments
- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept
- Connected ideas from your courses to your prior experiences and knowledge

#### Learning Strategies

*During the current school year, how often have you*

- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials

#### Quantitative Reasoning

*During the current school year, how often have you*

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical information

### Learning with Peers

#### Collaborative Learning

*During the current school year, how often have you*

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on course projects or assignments

### Discussions with Diverse Others

*During the current school year, how often have you had discussions with people from the following groups:*

- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own

### Experiences with Faculty

#### Student-Faculty Interaction

*During the current school year, how often have you*

- Talked about career plans with a faculty member
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Discussed your academic performance with a faculty member

#### Effective Teaching Practices

*During the current school year, to what extent have your instructors done the following:*

- Clearly explained course goals and requirements
- Taught course sessions in an organized way
- Used examples or illustrations to explain difficult points
- Provided feedback on a draft or work in progress
- Provided prompt and detailed feedback on tests or completed assignments

### Campus Environment

#### Quality of Interactions

*Indicate the quality of your interactions with the following people at your institution:*

- Students
- Academic advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

#### Supportive Environment

*How much does your institution emphasize the following:*

- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be involved socially
- Providing support for your overall well-being (recreation, health care, counseling, etc.)
- Helping you manage your nonacademic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues

## High-Impact Practice Items

*Which of the following have you done or do you plan to do before you graduate?*

- Participate in a learning community or some other formal program where groups of students take two or more classes together
- Participate in an internship, co-op, field experience, student teaching, or clinical placement

- Participate in a study abroad program
- Work with a faculty member on a research project
- Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

*About how many of your courses at this institution have included a community-based project (service-learning)?*



# Using Institutional Reports

- **NSSE Data and Reports help institutions to:**
  - Gain insight in the holistic experience of students
  - Identify strengths of current practices
  - Identify weaknesses and areas of improvement of current practices
  - Determine a plan of action for improving practices to further promote student learning and success



## NSSE 2017 Snapshot

NSSEville State University

### A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2017 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

#### Comparison Group

The comparison group featured in this report is

**Private Doc-Granting**

See your *Selected Comparison Groups* report for details.

### Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.

△ Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.

— No significant difference.

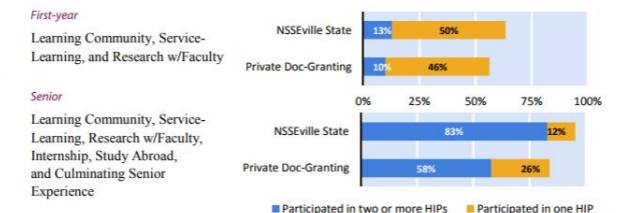
▼ Your students' average was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.

▽ Your students' average was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

Theme	Engagement Indicator	Your students compared with Private Doc-Granting	
		First-year	Senior
Academic Challenge	Higher-Order Learning	—	▽
	Reflective & Integrative Learning	▽	▽
	Learning Strategies	▽	▽
Learning with Peers	Quantitative Reasoning	△	△
	Collaborative Learning	▲	▲
	Discussions with Diverse Others	▽	▽
Experiences with Faculty	Student-Faculty Interaction	△	▲
	Effective Teaching Practices	△	—
Campus Environment	Quality of Interactions	—	—
	Supportive Environment	△	△

### High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.



# Let's Consider Real Data

- Looking at the Snapshot results...
  - What does this suggest about strengths in students' experience at NSSEville State? Areas of concern?
  - Identify one Engagement Indicator of interest to you. Have a look at the items that make up that Engagement Indicator.
  - How do these results relate to concerns in student affairs?

CHAT!

## A Summary of Student Engagement Results

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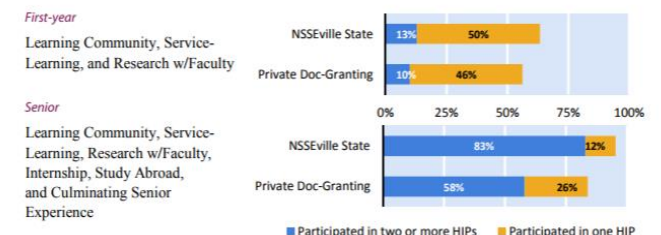
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Academic Challenge	Higher-Order Learning	--	▽
	Reflective & Integrative Learning	▽	▽
	Learning Strategies	▽	▽
	Quantitative Reasoning	△	△
Learning with Peers	Collaborative Learning	▲	▲
	Discussions with Diverse Others	▽	▽
Experiences with Faculty	Student-Faculty Interaction	△	▲
	Effective Teaching Practices	△	--
Campus Environment	Quality of Interactions	--	--
	Supportive Environment	△	△

Associations and undergraduate students rated "high" and "very high" on the following items. For details, see your *Engagement Indicators* report.



# Items of Greatest Interest to Student Affairs

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- **Leadership question: have you done or plan to do before you graduate? *“Hold a formal leadership role in a student organization or group”***
- **Hours spent co-curriculars, working, relaxing...**
- **Emphasis attending campus events; events addressing social, political issues**
- **Gains in working with others, being active citizen**
- **Student demographics**
  - **Gender identity**
  - **Racial-ethnic categories**
  - **Sexual orientation**
  - **Disability**
  - **Housing on/off campus**
- **Student comments!!!**

# Questions Student Affairs Might Explore with NSSE Results

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- Are we meeting our expectations for a supportive campus environment?
- How frequently do our students interact with faculty outside of the classroom? Does this match our claims?
- Are first-years who withdraw from the institution different in terms of engagement than students who are retained?
- What impact does our first-year learning community have on its participants?
- To what extent are seniors experiencing an enriched education – HIPs and 21<sup>st</sup> century skills?

# NSSE Campuswide Mapping Document

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**NSSE Item Campuswide Mapping is presented in 2 ways:**

- **NSSE Item All-Unit Mapping:** NSSE items mapped to all campus departments, units, committees, areas, and groups
- **NSSE Group Mapping:** NSSE items mapped to 26 distinct campus groups of related departments, units, committees, etc.

[http://nsse.indiana.edu/pdf/NSSE\\_Item\\_Campuswide\\_Mapping.pdf](http://nsse.indiana.edu/pdf/NSSE_Item_Campuswide_Mapping.pdf)



# Campuswide Mapping Student Affairs

## CAMPUS DEPARTMENTS, UNITS, COMMITTEES, AREAS, & OFFICES MAPPED TO NSSE ITEMS

Academic advising	Counseling/counseling services	Health services/center	Quantitative literacy/reasoning
Academic affairs	Cultural centers (African	Instructional technology	Recreational & fitness center
Academic departments	American, women's, etc.)	Information Literacy committee	Registration/registrar's office
Academic success center	Curriculum committee	Integrative learning	Residence life
Academic support services	Dean of faculty	Interdisciplinary studies	Retention committee/task force
Activities advisors	Department chairs	International office/student	Scholarship of teaching &
Administrative offices	Disability services	services	learning (SoTL)
Admissions	Diversity office	Learning support	Service-learning office
Alumni affairs	Enrollment management	LGBT office	Social justice studies
Area studies	Equity committee	Library	Student activities
Art museum	Faculty development	Multicultural committee	Student affairs
Athletics	Faculty senate	Parking services	Study abroad programs/office
Campus climate committee	Financial aid	Performing arts center	Town & gown committee
Career planning & services	Fine & performing arts	Political/social science studies	Tutoring
Center for teaching & learning	First-year experience	President's office	Undergraduate research
Civic engagement	General education	Program board	Veterans services
Community service	Graduate studies	Promotion & tenure committee	Writing center/programs
Commuter services	Greek life	Provost's office	



**What questions do you have?**

# Investigating NSSE Results Further



- Explore Student Comments
- Use qualitative methods to make meaning of results
  - Focus groups
  - Adapted cognitive interviewing
- Address lingering questions from results
  - What do students have in mind when they respond to an item?
  - How do they define terms used in survey items?



# Triangulation to Deepen Analysis & Action

Multiple data points tell a stronger story



+



+



Card swipe data from events + Student activities survey +  
NSSE results on co-curricular hrs. & leadership by major =

Opportunity for outreach to academic departments to  
partner on campus events or to design major-based  
involvement opportunities

# Student Affairs Role in Encouraging Survey Participation

- Promote survey through e-mail list serve & social media associated with:
  - Residence halls
  - Greek life
  - Student organizations
  - Athletic Departments
- Assist institutional research in offering incentives to students who participate in NSSE

**»YOUR OPINION MATTERS«**

 **( 15 MINUTES )** +  **( YOUR OPINION )** =  **( A BETTER USM )**

**SURVEY OPENS: TUESDAY, FEB. 10**  
Look for a survey invite in your USM email.

**SUBMIT**  **= YOUR CHANCE TO WIN:**

**( COMPLETE IT )**

 **( IPAD MINI )**  
 **( \$50 GIFT CARD )**

**UNIVERSITY of SAINT MARY**  **NSSE**  
national survey of student engagement

# Steps for NSSE Data Work

- **Start with a question – consult NSSE survey to help shape questions**
- **Contact NSSE Campus Project Manager**
- **Ask about the “group variable” option (tag students in LC, Summer Bridge, Pell students, etc.)**
- **Determine how data can be used**
- **Work with Campus Project Manager to run reports and review data**
- **Use the data to inform decisions and shape practice**



# Encouraging Collaboration for Student Engagement

- Student affairs professionals are encouraged to take greater ownership for student engagement and heightened expectations for increasing student success
- But, these objectives can be most effectively addressed by a range of campus stakeholders – administration, trustees, faculty, IR, finance and business affairs, and students themselves
- View student engagement results as opportunity to collaborate with other units to address campus concerns



# Final thoughts and questions?

Thank you for joining us!

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